

Miami-Dade County Public Schools

Academy For Innovative Education



2019-20 Schoolwide Improvement Plan

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Academy For Innovative Education

1080 LA BARON DR, Miami Springs, FL 33166

www.aiecharterschool.org

Demographics

Principal: Vera H IR Sh

Start Date for this Principal: 6/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	95%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-12	No	%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	%

School Grades History

Year
Grade

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Academy for International Education Charter Upper School of Science and Technology is to optimize learning through a comprehensive education and a challenging learning environment with a focus on math, science, and technology. We foster a culture of lifelong learning, safety, and social responsibility based on ethical behavior and shared cultural interests that transcend international boundaries.

Provide the school's vision statement.

The vision of Academy for International Education Charter Upper School of Science and Technology is to prepare students to be global citizens through limitless intellectual and social opportunities.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Fajet, Walter	Principal	Dr. Walter Fajet, Principal, provides a common vision for the use of data based decision making; ensures implementation of intervention support and documentation; ensures adequate professional development; communicates with parents regarding school-based plans and activities; and provides support to the teachers and staff to ensure fidelity of instructional delivery and use of grade level materials. Dr. Fajet makes sure all middle school students are scheduled appropriately in the corresponding classes based on their FSA scores and performance.
Hirsh, Vera	Other	Vera Hirsh, Head of Schools, ensures that all leadership members attend the Leadership Weekly Meetings in order to discuss school's concerns, instructional strategies, lesson plan development, parents' concerns, textbooks orders, technology, software usage, etc. Vera Hirsh makes sure that the implementation of intervention is in place. In addition, Mrs. Hirsh supports and suggests professional developments based on a needs assessment survey to increase the school-based team's knowledge of essential strategies that are vital to the implementation of RTI. She makes decisions for the use of data driven instruction which allows her to confer with parents regarding academics and activities in order to provide support and effectively inform about student achievement. Mrs. Hirsh ensures commitment and allocates resources.
Bertrand, Megan	Assistant Principal	Megan Bertrand, Vice Principal, directs the execution of the principal's vision for the use of data based decision-making, ensures implementation of intervention support and documentation, ensures adequate professional development, and communicates with parents regarding school-based plans activities. Ms. Bertrand monitors student behaviors on Kickboard and provides appropriate interventions, such as assigning student consequence, scheduling student conferences, and communicating with parents. Ms. Bertrand investigates special cases involving the well-being and safety of students, such as threats, harassment, and bullying, and communicates accordingly with appropriate stakeholders. Ms. Bertrand ensures all teachers and staff are assigned to a morning and afternoon post to promote student's safety.
Canelo, Dorremi	School Counselor	Dorremi Canelo, Guidance Counselor, plans and implements an anti-bullying program. meets with students for individual and group counseling. The counselor implements a school wide character education program. She delivers lessons in each grade level to discuss with students about various topics dealing with behavior, character education, bullying, etc. The counselor also implements the Do the Right Thing Program (DTRT). In addition, the counselor provides support to teachers and administrators to make sure students and parents are aware of the importance of attendance. The counselor recognizes students, parents, and teachers who cooperate and participate in school's activities. The counselor assists with scheduling and makes sure all the students are scheduled in the appropriate classes based on their academic needs.
Camji, Carlos	Teacher, ESE	Carlos Camji, Exceptional Student Education (ESE) teacher, collaborates with general education teachers to plan activities and accommodate students' IEP' Mr. Camji assists with MTSS/RTI TIER 3 implementation and data collection. In

Name	Title	Job Duties and Responsibilities
		addition, he works in collaboration with teachers to monitor students' progress. Mr. Camji meets with other professionals such as Psychologists, Speech Pathologists, Social Workers, and other agencies. In order to revise, update, and evaluate student's IEP's, logs are initiated as needed.
Guiu-Garcia, Gabriela	Teacher, K-12	Ms. Gabriela Guiu-Garcia, Social Sciences Department Chair and School Data Analyst, directs the execution of the principal's vision for the use of data based decision-making. Ms. Guiu collects school-wide assessment data from district-based assessments in all subject areas. She disaggregates data and analyzes data trends, growth, and areas of improvement before sharing with teachers. In addition, she leads the social sciences department by leading department meetings and supports teachers with lesson planning, informal observations and feedback, gathering resources, and implementing research-based strategies throughout the department.
Olmedo, Eileen	Teacher, K-12	Ms. Eileen Olmedo, Instructional Coach and Language Arts Department Chair, provides instructional support for new teachers and teachers recommended by administrators. She helps teachers identify systematic patterns of student needs while working with administrators to identify appropriate, evidence-based intervention strategies; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Additionally, she leads the language arts and reading department by leading department meetings and supports teachers with lesson planning, informal observations and feedback, gathering resources, and implementing research-based strategies throughout the department.
Curiel, Brandy	Teacher, K-12	Ms. Curiel, STEAM Liaison, SECME Coordinator, and Science Department Chair, directs the execution of the principal's vision for the integration of science and technology throughout the school. She manages the plan for district STEAM school designation and organizes preparation for the district SECME competition by meeting with administrators and teachers to develop and implement a plan for instruction, project-based learning, incorporation of technology and the engineering design process, community involvement, and school STEAM showcases. Additionally, she leads the science department by leading department meetings and supports teachers with lesson planning, informal observations and feedback, gathering resources, and implementing research-based strategies throughout the department.
Germain, Matania	Teacher, K-12	Ms. Matania Germain, ELL Support Liaison and Mathematics, participate in student data collection, integrate core instructional activities/materials into after-school tutoring, and collaborate with general education teachers for such activities. Additionally, she leads the mathematics department by leading department meetings and supports teachers with lesson planning, informal observations and feedback, gathering resources, and implementing research-based strategies throughout the department.

Early Warning Systems**Current Year****The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	120	120	99	34	0	0	0	373	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0		
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA or Math	0	0	0	0	0	0	0	1	2	0	0	0	0	3	
Level 1 on statewide assessment	0	0	0	0	0	0	8	21	17	2	0	0	0	48	

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	2	6	3	0	0	0	0	11

The number of students identified as retainees:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	1	2	0	0	0	0	3	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0		

FTE units allocated to school (total number of teacher units)**Date this data was collected or last updated**

Monday 9/9/2019

Prior Year - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level														Total
Attendance below 90 percent															
One or more suspensions															
Course failure in ELA or Math															
Level 1 on statewide assessment															

The number of students with two or more early warning indicators:

Indicator	Grade Level														Total
Students with two or more indicators															

Prior Year - Updated**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	63%	61%	0%	59%	57%
ELA Learning Gains	0%	61%	59%	0%	59%	57%
ELA Lowest 25th Percentile	0%	57%	54%	0%	55%	51%
Math Achievement	0%	67%	62%	0%	62%	58%
Math Learning Gains	0%	63%	59%	0%	60%	56%
Math Lowest 25th Percentile	0%	56%	52%	0%	52%	50%
Science Achievement	0%	56%	56%	0%	53%	53%
Social Studies Achievement	0%	80%	78%	0%	75%	75%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	120 (0)	120 (0)	99 (0)	34 (0)	0 (0)	0 (0)	0 (0)	373 (0)
Attendance below 90 percent	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 (0)
One or more suspensions	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	1 (0)	2 (0)	0 (0)	0 (0)	0 (0)	0 (0)	3 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	8 (0)	21 (0)	17 (0)	2 (0)	0 (0)	0 (0)	0 (0)	48 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019					
	2018					
Cohort Comparison						
04	2019					
	2018					
Cohort Comparison		0%				
05	2019					
	2018					
Cohort Comparison		0%				
06	2019					
	2018					
Cohort Comparison		0%				
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				
09	2019					
	2018					
Cohort Comparison		0%				
10	2019					
	2018					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019					
	2018					
Cohort Comparison						
04	2019					
	2018					
Cohort Comparison		0%				
05	2019					
	2018					
Cohort Comparison		0%				
06	2019					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018					
Cohort Comparison		0%				
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019					
	2018					
Cohort Comparison						
08	2019					
	2018					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Subgroup Data	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The 8th grade science achievement showed the lowest performance last year. Contributing factors included:

1. Using data to drive instruction
2. Fast-paced lessons due to mandatory STEM projects and to make up for time lost caused by an instructor change

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

8th grade science achievement is the data component that showed the greatest decline from the prior year, which was a 16% decrease.

The factors are the same as previously described. In addition. Students needed more hands-on learning and support in reading and analysis specifically in the content area.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

8th grade science achievement is the data component that shows a gap between the state and AIE. There is a

24 percentage point gap between AIE and the State.

This is the area of greatest need specifically for factors previously described.

Which data component showed the most improvement? What new actions did your school take in this area?

ELA Learning Gains is the component that showed most improvement.

Some actions the school took in this area are the following:

1. Providing after school tutoring
2. Implementing RTI with fidelity
3. Improving classroom instruction
4. Use of I-Ready and monitoring student's progress

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Two potential areas of concerns are:

1. Science instruction and students' progress
2. Continue implementing rigorous instruction across grade levels

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. 8th grade science instruction improvement
2. Implementation of rigorous instruction
3. Increasing critical thinking skills
4. Data-driven instructional planning
5. Progress monitoring of students

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	8th grade science instructional improvement and student achievement
Rationale	Research has shown that purposeful planning, inquiry science instruction, and contextually rich academic science vocabulary development can lead to improved student-science learning outcomes and narrowed achievement gaps. These components should be considered as areas for instructional improvement in the targeted science class to maximize student learning and produce positive outcomes for student achievement.
State the measurable outcome the school plans to achieve	As a result of instructional improvement, student achievement in 8th grade science will increase to a score of at least 45%, a 21 percentage point increase from the previous year's score.
Person responsible for monitoring outcome	Walter Fajet (walterfajet@dadeschools.net)
Evidence-based Strategy	Lesson planning must occur by utilizing the Understanding by Design framework to encourage teachers to think purposefully and help focus curriculum and teaching on the development and deepening of student understanding and transfer of learning. Teachers will take an investigative approach to teaching and learning where students are provided with opportunities to investigate a problem, search for possible solutions, make observations, ask questions, test out ideas, and think creatively and use their intuition. Throughout these lessons, teachers will infuse vocabulary in student reading, writing, and discussion.
Rationale for Evidence-based Strategy	Purposeful planning with the Universal by Design (UbD) framework is supported by research and positive student achievement results. Research also shows that inquiry is engaging and cognitively challenging for students as they must use evidence, logic, and creativity to solve problems and develop explanations about the natural world. Lesson plans must be available for review by Dr. Walter Fajet during classroom walk-throughs. Science teachers must show lessons that align with learning objectives based on state curriculum standards. Components previously described will provide evidence that inquiry-based learning is implemented on a weekly basis. Finally, lesson plans should demonstrate that vocabulary is being infused. Dr. Fajet will share feedback, and the instructional coach will provide support to teachers in planning.
Action Step	
Description	<ol style="list-style-type: none"> 1. Purposeful lesson planning that demonstrates the design framework 2. Alignment of lesson plan instruction, activities, and assessments to state standards 3. Inclusion of inquiry-based learning activities in lessons 4. Monitoring lesson plan development and instructional delivery through observation and feedback 5. Provide support to teachers in planning periods and professional development
Person Responsible	Walter Fajet (walterfajet@dadeschools.net)
Additional Schoolwide Improvement Priorities (optional)	

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Another school wide improvement priority is school safety. AIE has improved school safety by implementing a closed campus policy. AIE uses the RAPTOR system to screen all visitors that come into the building. Additionally, support staff have designated areas to monitor students at times including the police officer on campus from bell to bell.

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

AIE Charter involves parents and families and cares for their children's education. Parents are kept informed of all school activities via school messaging, a monthly Title I Activities Calendar, the school's web page, flyer announcements, and social media. Parents are kept informed of their children's academic and/or behavior progress via progress reports, report cards, phone calls, and parent/teacher conferences, among others. Parents are able to participate in the decision-making process through their participation in the EESAC and Parent Teacher Organization (PTO). AIE's PTO works together with parents, teachers, and staff to plan activities and fundraising activities. Additionally, they are invited to participate in workshops addressing various topics selected by the leadership team.

The school utilizes a variety of partnerships with local and community programs. AIE makes partnerships with members of Miami Springs community, including small businesses, municipalities, and health organizations, to work diligently with staff to provide resources through the EESAC and PTO organizations. The school participates in a dual enrollment program with Florida International University (FIU) to expose students to post-secondary academics. The school updates social media accounts and ensures that important information is disseminated in a variety of formats (websites, twitter, etc.) that is communicated to members of the Miami Springs community and beyond.

Through the STEAM school designation program, a minimum of four community partnerships are established. Each partnership ensures 4 interactions between students and community partners will occur throughout the school year to engage students in various areas of STEAM and career readiness. Participation in STEAM-related events also provides opportunities for students to explore the local community and solve problems that potentially have social and economic impacts.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The social-emotional needs of students at Academy for International Education Charter School are assessed and met through our school's counseling department. The counselor/s bring awareness to students through character education in classroom lessons and responsive services; which include individual and small-group settings or crisis intervention. This becomes part of the school's prevention and intervention plan when dealing with students who are in crisis. The school counselors also consult and collaborate with parents, teachers, other educators, and community organizations in order to fully address the whole child as they deal with their social-emotional need.

In addition, the school ensures the social-emotional needs of all students are being met by creating a network of administrators, teachers, and counselors who continually share information about our students. Administrators, teachers and counselors are available before and after school to attend to students' social and emotional needs. The school guidance counselors provide both group and individual counseling. The counselor meets with students on a daily basis and provides in-class support to teachers. Teachers have also received mental health aid training and are capable of recognizing signs of distress and either providing support or referring students to certified personnel.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

The Principal schedules an early meeting for the incoming 6th grade parents to discuss school wide expectations and inform parents on educational strategies and resources used in school. The Principal, Dr. Walter Fajet, and the school counselor conduct meetings to inform parents on graduation requirements and expectations in middle and high school grades.

Students in all grade levels may participate in courses such as:

- Industry Certification
- Vocational/Business Ed. Courses

Students on accelerated learning paths are enrolled in the following courses as early as grade 8:

- Dual enrollment
- Advanced placement

Students participate in the following academic activities:

- Academic Competition through SECME
- College Fairs and Tours
- College placement tutoring and examinations
- Counseling for test waivers and information on college exams

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

AIE Charter School's Leadership Team meets on a regular basis to discuss personnel's responsibilities and assignments for them to assist in meeting the needs of the students. AIE Charter School provides support to teachers by hiring hourly personnel to assist them in the classroom.

AIE has established a MTSS team that provides information about progress monitoring and intervention strategies for struggling students. Teachers meet with the Principal and staff to identify and monitor progress of students who are in need of intervention. They all work in collaboration to assist students in closing their academic gaps. AIE follows the MDCPS Progress Monitoring calendar and uses I-Ready to administer diagnostic assessments and monitor the student's progress.

The MTSS/RTI Team gathers and analyzes data to adjust academic and behavioral goals and to monitor the fidelity of the delivery of instruction and interventions on a regular basis; providing a systematic check and balances process to ensure student achievement and literacy, to promote school safety, increase attendance, and prevent student failure through early interventions.

Additionally, AIE uses the supplemental tutoring title III funds to provide support to students in all content areas. These funds are used to provide teachers with financial compensation for after school tutoring. The principal meets with teachers and coordinates the tutoring sessions and resources that are utilized to best meet the needs of the students.

The title I funds are used to purchased laptops to provide students and teachers with an opportunity of a blended model of instruction and learning. The Head of the School meets on a weekly basis to identify, discuss, and align all resources to maximize student outcomes. The Principal along with teachers and

staff meet on a monthly basis to also assess the programs in placed and make changes as needed to a successful implementation.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

AIE uses the articulation process and teacher's judgments to advise courses for students' benefits. In addition, AIE's lesson plans and curriculum are aligned to the FL standards (LAFS and MAFS) in preparation of the students for career and college readiness. Teachers implement strategies in each lesson that are rigorous. They use complex text and different sources for students to be prepared for college and career readiness.

As part of the STEAM designation, AIE partners with various businesses, industry leaders, and community organizations to give students opportunities to explore careers. These opportunities are focused on a particular area in STEAM depending on the goals of the business or organization, but the implications and applications reach far beyond the classroom and content area.

AIE hosts Career Day in May to allow students to learn about careers and jobs. Representatives from an array of industries and professions come to the school campus to share their experiences with students and offer college and career advice.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: 8th grade science instructional improvement and student achievement				\$60,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			6093 - Academy For Innovative Education	General Fund		\$60,000.00
			<i>Notes: Textbooks purchase</i>			
Total:						\$60,000.00